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ABSTRACT

The document is the March 1972 final report of the Elementary and Secondary Education Act (ESEA), Title III project which provides supplementary education for American Indians in rural and reservation areas. The document covers evaluation procedures of the tutorial program, vocational training, counseling, adult classes and activities, summer recreational and academic experiences, and coordinated programs with the public schools. Results obtained cover the previously listed areas, showing the evaluation by tables. The effect on the clientele is also included in the conclusions for each procedural objective. Appendixes cover the California State proposed budget summary/expenditure report of Federal funds; California State school district inventory of equipment acquired with Title III funds; and ESEA Title III statistical data. (FF)

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ESEA TITLE III PROJECT

OEG-9-8-006205-0149(056)

SUPPLEMENTARY EDUCATION FOR INDIANS IN RURAL AND RESERVATION AREAS

FINAL REPORT

7 March 1972

RC007021

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A. ABSTRACT

1. Project Objectives

1.1 To improve the academic achievement of Indian students with particular emphasis on reading and mathematics.

1.2 To improve the self-concept of Indain students and adults.

1.3 To increase the employment of Indian adults.

2. Procedural Objectives (including evaluation procedures).

2.1 To provide Tutorial assistance to students in reading and mathematics.

- Student achievement growth in mathematics and reading.
- Achievement growth of Indian students who serve as tutors at the Center

2.2 To provide vocational training to students and adults.

- Performance tests for heavy-duty equipment classes.
- Records of job-placement.

2.3 To provide individual and group counseling related to personal adjustment, academic progress and vocational planning to students and adults.

- Records of school attendance and attendance at the Center.
- Records of college placement.
- Records of job placement.

2.4 To provide adult classes and activities.

- Records of the kinds and range of Indian requests for classes and activities.
- Records of book circulation from the Center's library.
- Records of parental participation in public school activities.
- Records of job placement.

2.5 To provide summer recreational and academic experiences.

- Attendance records.
- Analysis of the success of each part of the summer program.

2.6 To provide coordinated programs with the public schools.

- Records of Indian student participation in extra-curricular activities.
- Record of Indian Student drop-out rate.

3. Major Activities

a. Tutorial program (mathematics and reading)

b. Vocational training

c. Counseling
   - Personal
   - Academic
   - Job placement

d. Adult classes and activities (eliminated)

e. Summer recreational and academic experiences
   - Remedial reading
   - Paiute Mountain School
   - Summer job placement

f. Coordinated program with the public schools
   - Indian orientation for new teachers
   - Special teacher training
   - Center visitations

4. Target Population

Indian students and adults of the Paiute-Shoshone Tribe of Bishop, Big Pine, and Lone Pine, California;

Approximate numbers:

	Bishop	Big Pine	Lone Pine
K	23	4	6
1-6	138	24	31
7-12	140	26	28
Adult	472	56	97
Total	773	110	162

5. Specific Needs

1. Improved academic achievement

2. Improved self-concept

3. Increased employment

These needs were selected after a review of the school progress of Indian students in the Owens Valley public schools and the employment records of the Indian residents of the region. Residents of the reservations at Bishop, Lone Pine, and Big Pine, were also consulted during the planning stage of the project as well as a review of the national status of the American Indian.

6. (See B-2.)

7. Within the constraints of funding and state priorities the design of this project has proven to be satisfactory. The particular strength of the design was the inclusion of subjective measures which were revealing as to the critical interpersonal relationships necessary for successful implementation. A weakness in the design resulted from the small number of students involved. As a result statistical analysis of test differences among students (i.e. Center participants vs. non-participants) was unreliable. A design to permit replication in other school settings would improve the reliability

8. General Information

a. Personnel

1. Administrator: A proper initiation was the most critical phase of the entire project. There is an absolute need for the ability to work with the Indian community, as well as to be administratively competent.

2. Clerical:(Indian) Must provide proper transition into target community, as well as posess clerical skills.

3. Tutors: (all Indian) Once the proper community base is achieved, tutors provided the force and energy to directly improve academic achievement.

4. Education committee:(All Indian) Provides the structure for community control of project thereby strengthening the chances for continuity of projected activities.

5. County Schools Administration: The County Schools Office was the grant recipient and provided the vital bookkeeping service. This office also provided a link to public schools especially those not in the immediate target area.

6. Teachers: Local teachers as helpers are often more detramental than supportive. Those that did support the Center in in-service training and special Indian classes provided the necessary educational skills to the tutoring programs. For the most part the supportive teachers already had a good rapport with the Indian students or were new teachers to the area.

7. College students: (Indian) Following the successful recruitment of Indians to college, every effort was made to involve them back into the community during vacations. This provided another link in the educational cycle.

b. Facilities

The Bishop Center portable building is 40' x 40', located on Indian reservation provided the education center for and by the Indian community. A center is necessary when public schools are not committed to the minority cause and when a broad approach to related problems (ie. social, economic and political) is needed to implement or strengthen education activities.

Big Pine Center is an old church 20' x 40'. As above, educational enlightenment moves faster when started in the community and then back to the schools on equal footing.

c. Hardware

Standard equipment (projectors, tape recorders, dukane projector, record players, etc.). Availability and proper use of equipment provides pride for the children and tutorial support. Equipment is the easiest of items to acquire through donations.

d. Instructional Materials

SRA reading materials, film strips, camping equipment, teachers editions of all school text books. All students were individually tutored. Teacher's additions of text books greatly helped tutors and aided the students to better understand materials presented in the classroom. Camping equipment, most of which was donated, provided the greatest boost to summer ecological and mountaineering education

e. Required tests

California Achievement Test. The CAT was the only test administered to a large number of students in the base year 1966-67, and since then has been used as the standard test.

B. RESULTS OBTAINED

1. Mission Objectives

1.1 To improve the academic achievement of Indian students with particular emphasis on reading and mathematics.

1.2 To improve the self-concept of Indain students and adults.

1.3 To increase the employment of Indian adults.

2. Procedural Objectives (including evaluation procedures).

2.1 To provide Tutorial assistance to students in reading and mathematics.

- Student achievement growth in mathematics and reading.
- Achievement growth of Indian students who serve as tutors at the Center

2.2 To provide vocational training to students and adults.

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- Records of job placement.

2.5 To provide summer recreational and academic experiences.

- Attendance records.
- Analysis of the success of each part of the summer program.

2.6 To provide coordinated programs with the public schools.

- Records of Indian student participation in extra-curricular activities.
- Record of Indian Student drop-out rate.

The degree to which these procedural objectives were met is indicated in the evaluation (section B-2)

1. Project Objective Statements

a. Specific needs met and summary of why these needs were selected.

The specific needs met by the project were the following three: 1) to improve the academic achievement of Indian students with particular emphasis on reading and mathematics, 2) to improve the self-concept of of Indian students and adults and 3) to increase the employment of Indian adults.

Public school data from Bishop, collected by the PACE office San Bernardino and Inyo Counties in 1966-67, revealed that American Indian students had an extremely high drop out rate and very low academic achievement in comparison to tested I.Q. scores.

The public schools did not make an effort to relate its classes to the Indian students nor, in any way did the public schools reflect sensitivity to the culture or heritage of American Indians. Many teachers appeared overtly or subtely predjudiced against the Indian children. The Indian students themselves appeared to hold poor self-concepts and a sense of community shame.

The apparent predjudical nature of the public schools appeared magnified in the town, in terms of employment. A study completed by the California Fair Employment Practices Commision in 1967 revealed extremely high unemployment among Indian males, meanial jobs at low pay for the Indian women and no Indians employed in public contact jobs.

Naturally the poor achievement phenominan of the public school Indian students is closely tied with concomitant social, economical and political conditions faced by the Indian community.

b Major accomplished activities (details of accomplishements in section B part 1)

. Tutorial Program: An afternoon, after school tutorial program in reading and mathematics was provided for a period of eight months during the school year. The majority of the students served by the tutorial program were grades first through sixth, however seventh and eighth graders were also served. In addition to the school year tutorial program a one month remedial reading program was provided each summer for second through sixth graders.

. Vocational training to students and adults: (because of reduced funding for the 1970-71 fiscal year no vocational training classes were offered).

. Counseling related to personal adjustment, academic progress in high school, post high school education and local job placement:

1. Personal Adjustment: throughout the three year period, 1968-71, the director assisted, on request of the student, parent or school, in counseling and resolving problems of Indian nature. Because of the new awareness in the Indian community, many adjustment problems occurred, both in the public schools and in the Indian community. The strong working relationship between the Center and the public schools coupled with the Indian participation in Center provided a ready and viable communications structure when needed.

(B cont.)

2. Academic progress in school: Indian high school students in all Owens Valley high schools (four) were encouraged, when appropriate, to persue college prepareatory courses. Few students prior to 1969 followed the college preparatory courses or for that matter, considered college. Academic counseling has become less difficult as Indian students have enrolled in college thereby setting positive incentives for their younger brothers and sisters.

3. Post High School Education: one of the most outstanding aspects of the project was the greatly increased college enrollment of Owens Valley Indian students. Students and parents were actively recruited, over their own low self-esteem, to enroll in one of the special Indian programs offered within the E.O.P. (Educational Opportunity Program) at one of the state colleges or universities. Reflecting on the previous college recruits, the percentage of students remaining in school remains high.

   Indian students not interested in college opportunities were, for the first time, counseled as to the quality of Bureau of Indian Affairs vocational programs, as well as other vocational programs and occupations. No Indian students chose the military service for the reason of not knowing what else to do.

4. Local Job Placement: after once breaking the town's prejudical hold on public contact jobs, many jobs opened to Indians. A mutually cooperative relationship was won and continued with the local office of the California Department of Human Resources giving Indians first choice on available jobs.

   The employment at the Center itself served well as a jumping point for full time and better jobs. Many of the women tutors won county government jobs while others obtained jobs in banks, stores, and the telephone company. Recently several men connected with the Center have won government and public school jobs.

5. Adult Classes and Activities: because of the reduced funds for 1970-71 the adult classes were eliminated.

   Other adult activities were predominately integral to the general project activities. Adults are tutors. Adults are members of the Center's authority, the Education Committee. Adults participate in all non-academic student activities such as field trips, mountaineering and sports. Furthermore adults use the Center's library and its educational equipment.

   Several public school meetings were held at the Center with unprecedented success.

- Summer Recreational and Academic Experiences: the regular summer activities revolve around the summer Remedial reading program and the Paiute Mountain School. Sports, camping trips, animal shows, art and craft activities are continually scheduled according to available talent and other activities.

(B cont.)

- Summer Remedial Reading Program: during the summer of 1971 t fifth annual summer remedial reading program was held. Indian students in grades 2 to 7 with reading difficulties are provided one half hour daily of individualized reading instruction for one month. Reading specialists are recruited from the Los Angeles area to head the program while the individual instruction is provided by the Indian high school students and Indian adults. The program has now been expanded to the towns of Lone Pine and Big Pine.

- Paiute Mountain School: the Paiute Mountain School provides a true mountaineering experience for Indian children aged 11 to 13. Counseled by Indian college students, the children hike three hours into the High Sierra and spend four nights there. Each student packs his own necessities including food and sleeping gear. Through a flexible schedule the students are taught mountain ecology, hiking, first aid, fishing, mountaineering, basic mountain climbing and Indian lore. Each student pays his own food bill which is one dollar a day. The Paiute Mountain School is entirely self-sufficient and self-supporting. Staff is either volunteer or students working under the work/study program from their respective university.

- Summer Job Placement: each summer the project helped place most all Indian college students and high school seniors in summer jobs. Obtaining summer jobs is not an easy task in rural areas, but through tenacious and early scouting job positions have been obtained and secured summer to summer.

- Coordinating Program With the Public Schools: Along with the above mentioned coordinated activities with the public schools, such as personal adjustment counseling, academic counseling, and first and second year vocational training, other special programs have been organized.

  1. Indian Orientation for new Teachers: in solid cooperation with the public schools the project gets first crack at the new teachers in the district each school year to an all day Indian orientation. The teachers themselves, for once, are situated in a minority status, and are taught through mixed media the "true" Indian history. Insights into the Indian world such as the function of the Bureau of Indian Affairs, Indian views of both elementary and secondary education and finally, Indian suggestions for improvement of public education. The greatly improved relations with the public schools, especially through the new teachers, can be attributed, in part, to the Indian controlled and taught annual New Teacher Orientation.

  2. Special Teacher Training: the project has sponsored several prominent Indian speakers and special workshops to help educate public school teachers and administraters to the feelings of the Indian community about their children's heritage and loosen the entrenched attitudes of many veteran school teachers.

  3. Center Visitations: several teachers have taken advantage of the invitation to bring their classes to the Indian Education Center. During the week near Indian day and on other occasions Indian students and adults participate as guest lecturers or story tellers in the public schools.

(B cont.)

2. Results Obtained

a. Procedures (references are to procedural objectives)

. Objective 1.0 Tutorial Assistance

CAT (Reading and Mathematics) were administered in the public schools in the Spring of 1969 and 1970. The results of these tests were compared with the CAT scores of 1967 which were obtained from school records. The analysis of these scores is shown in the evaluation section of this report.

. Objective 3.0 Counseling

Attendance figures (as summerized in the evaluation section) were kept by clerical assistants and the Project Director at the Study Center, Bishop, California by means of sign in sheets and attendance counts.

. Objective 4.0 Adult Activities

Parent participation, book circulation, and other Center use figures were tabulated by clerical assistants and the Project Director at the Study Center, Bishop, California by means of sign in sheets and library file records.

. Objective 5.0 Summer Experiences

Attendance figures were kept by the Project Director and other activity leaders for each event. The Project wrote the subjective evaluation of the relative success of the parts of the summer program.

. Objective 6.0 Coordinated Program With Public Schools

The Project Director obtained school records and interviewed school personnel to obtain the records of Indian student participation.

b. The effectiveness of the procedures is shown by the results outlined in the evaluation section. Of particular note is the importance of the mutual respect - confidence among school personnel, the target population, and the Project Director which enabled the director to obtain the required information. This respect is a critical requisite for the success of these procedures.

c. Procedures less than effective (see Abstract, Part 7)

d. Personnel

. Dr. Irving Balow, Acting Dean, Department of Education, University of California, Riverside - evaluation consultant for design and analysis.

. Jack Walker, PACE Center, San Bernardino and Program Development California State College, San Bernardino - evaluation design, monitor of evaluation procedures.

. Ward Anderson, Project Director, Indian Education Project - Test administration, administration of evaluation, summary of data.

e. Cost of evaluation

Consultant (no cost to project)	$300.00
PACE Center Planning (no cost to Project)	$300.00
Final Report and Monitoring	$400.00
Total	$1,000.00

B. EVALUATION - see attached section

The objectives and evaluation techniques are discussed in the following section.

The effect on the clientel is also included in the conclusions listed under each procedural objective.

(B cont)

EVALUATION RESULTS

Objective 1.0: To provide tutorial assistance to students in reading and mathematics.

Student achievement growth in mathematics and reading is shown on the following pages:

- Test Analysis
- All Indians Tested: Reading
- Active Participants: Reading
- All Indians Tested: Math
- Active Participants: Math
- Reading Achievement: Active and non-active participants
- Math Achievement: Active and non-active participants

Objective 2.0: To provide vocational training to students and adults.

Note: This objective was eliminated from the 1970-71 project due to budget reductions.

TEST-ANALYSIS

To provide base-line data for Indian children's achievement, the reading and arithmetic test scores for all Indian children in grades three through eight were collected for the 1967 school year, the year before the project began. Testing in 1967 was in the spring. For each year since then the Indian children have again been tested with the California Achievement Tests: Vocabulary, Comprehension, Arithmetic Reasoning, and Arithmetic Fundamentals.

Table 1 shows the total reading scores by grade level for 1967, for 1971, and the norm score on the test.

Table 1: Indian children's average reading scores for grades 3-8 in 1967, 1971, and the norm scores for those grades.

	Third	Fourth	Fifth	Sixth	Seventh	Eighth
1967	2.97	3.51	4.23	5.29	6.25	7.43
1971	3.91	4.53	5.26	5.92	6.32	8.43
Norm	3.90	4.90	5.90	6.90	7.90	8.90

From Table 1 it can be seen that in 1967, at every grade level, Indian children averaged at least one year below the norm and for several grades even more than one and one-half years below the norm. By 1971, the third grade Indian children were scoring at the test norm, fourth, fifth, and eighth graders were a half year or less below the norm, sixth graders were one year below, and only the seventh grade was more than a year below the norm. The mean scores for every grade level except seventh in 1971 were significantly higher than the mean scores in 1967.

Table 2 shows the same data for the total arithmetic scores.

Table 2: Indian children's average arithmetic scores for grades 3-8 in 1967, 1971, and the norm scores for those grades.

	Third	Fourth	Fifth	Sixth	Seventh	Eighth
1967	3.10	3.86	4.99	5.50	6.46	7.50
1971	3.79	4.53	5.46	6.26	6.36	7.59
Norm	3.90	4.90	5.90	6.90	7.90	8.90

Table 2 shows that in 1967 third grade children were eight months below norm and this deficit grew to fourteen months by sixth grade and leveled out there. In 1971 the deficit was one month at third and six month at sixth grade, very substantial improvement for the first four grades in which measurements were available. However, the seventh and eighth grade data for 1971 was not improved over 1967.

In 1970 and again in 1971 all Indian children were tested with the CAT: Reading and Arithmetic. Growth over the year is shown in Table 3.

Table 3: Gains in reading and arithmetic for the 1970-71 school year by grade for Indian children.

		Reading			Arithmetic		
Grade	N	1970	1971	Gain	1970	1971	Gain
2-3	13	3.32	3.91	.60	2.57	3.79	1.22
3-4	20	3.63	4.53	.90	3.79	4.53	.74
4-5	17	7.81	5.26	.45	5.23	5.46	.23
5-6	18	5.26	5.92	.66	5.71	6.26	.55
6-7	9	5.05	6.34	1.29	5.69	6.36	.67
7-8	13	7.60	8.43	.83	5.99	7.59	1.60
8-9	14	7.71	9.59	1.88	7.13	7.53	.40
9-10	7	8.09	9.01	.92	7.10	7.93	.83
10-11	10	8.90	10.77	1.87	7.97	8.15	.18
11-12	7	10.05	11.24	.79	7.61	8.31	.70
TOTAL	128	AVERAGE GAIN		.953	AVERAGE GAIN		.698

Table 3 indicated the number of Indian children at each grade level. The numbers are so small that comparisons of growth by grade level are subject to large sampling errors. However, the total N should give a more reasonable estimate of the growth which has occurred over the past year. On the average each of the 128 Indian children made .953 years of growth in reading and .698 years of growth in arithmetic as measured by the California Achievement Test. Clearly, the reading programs these children have been exposed to are much more effective than are the arithmetic programs.

In summary:

1. Reading scores for Indian children in 1971 are significantly higher at every grade level (except 7) than they were in 1967 just before the program began.

2. Arithmetic scores for Indian children in 1971 are a half year higher in grades 3, 4, 5, and six than they were in 1967. There is no change for grades 7 and 8.

3. In 1970-71 average reading gains for all Indian children was .953 years and average arithmetic gains were .698 years. The project seems to have been more effective in stimulating reading growth than in stimulating arithmetic growth.

4. Active participation in the Study Center was defined to involve a minimum participation of 1 day per week. The small number of total students (active and non-active) does not permit reliable statistical tests to compare the relative achievement of the two groups.

It appears as though active participation is most beneficial at the high school level. However, student tutors were recruited for work at the center whose achievement was low. This condition tended to lower the average achievement of those students who had active participation in the Center.

ALL INDIANS TESTED:
READING

V = Vocabulary
C = Comprehension
T = Total
G = Gain

CAT Reading		Spring 1967	Spring 1969	Spring 1970	Spring 1971	Total Gain
3rd Grade	V	3.00	3.11	3.63	4.09	
	C	2.70	3.36	3.59	3.50	
	T	2.97	3.32	3.63	3.91	
	G		.35	.31	.28	.94
4th Grade	V	3.63		4.63	4.60	
	C	3.36		4.87	4.46	
	T	3.51		4.81	4.53	
	G			1.30	-.28	1.02
5th Grade	V	4.80	5.00	5.62	5.33	
	C	4.54	4.15	4.91	4.84	
	T	4.23	4.55	5.26	5.26	
	G		.32	-.29	.00	1.03
6th Grade	V	5.16		5.50	6.04	
	C	5.20		4.65	5.69	
	T	5.29		5.05	5.92	
	G			-.24	.87	.63
7th Grade	V	6.60		7.69	6.13	
	C	6.30		7.52	6.66	
	T	6.25		7.60	6.34	
	G			1.35	-.26	.09
8th Grade	V	7.50		6.80	8.12	
	C	7.30		7.55	8.60	
	T	7.43		7.71	8.43	
	G			.28	.72	1.00

(B cont.)

CAT Reading		Spring 1967	Spring 1969	Spring 1970	Spring 1971
9th Grade	V			7.91	8.70
	C			9.74	9.64
	T			8.09	9.59
	G				.50
10th Grade	V			9.11	8.09
	C			8.92	8.87
	T			8.90	9.01
	G				.11
11th Grade	V			9.65	10.41
	C			10.14	10.76
	T			10.05	10.77
	G				.22
12th Grade	V			10.17	10.74
	C			8.73	11.70
	T			9.50	11.24
	G				1.74

ACTIVE PARTICIPANTS
IN CENTER'S EDUCATIONAL PROGRAM
READING

V = Vocabulary
C = Comprehension
T = Total
G = Gain

CAT Reading		1967	1969	1970	1971	Total Gain
3rd Grade	V	2.68	2.99	3.63	3.39	
	C	2.05	3.21	3.54	2.99	
	T	2.48	3.13	3.63	3.29	
	G		.65	.50	-.34	.81
4th Grade	V	4.00		4.53	4.60	
	C	3.74		4.62	4.46	
	T	3.64		4.65	4.53	
	G			1.01	-.12	.89
5th Grade	V	4.76		5.53	5.28	
	C	4.67		4.74	4.83	
	T	4.84		5.15	5.11	
	G			.31	-.04	.27
6th Grade	V	5.50		5.12	6.00	
	C	5.20		4.53	5.53	
	T	5.40		4.82	5.79	
	G			-.58	.97	.39
7th Grade	V	7.25		7.70	6.35	
	C	6.70		7.43	6.42	
	T	6.88		7.61	6.37	
	G			.73	-1.24	-.51
8th Grade	V	9.20		7.74	8.19	
	C	9.30		7.86	8.88	
	T	9.40		7.80	8.66	
	G			-1.60	.86	-.74

Cat Reading		1967	1969	1970	1971
9th Grade	V			7.02	8.96
	C			8.50	9.43
	T			7.90	9.26
	G				1.36
10th Grade	V			10.67	9.53
	C			9.43	9.43
	T			9.82	9.73
	G				-.09
11th Grade	V			10.50	10.89
	C			10.28	10.90
	T			10.49	11.06
	G				.57
12th Grade	V				10.98
	C				12.02
	T				11.50
	G				

OBJECTIVE 1.0 Reading Achievement Active and non-active participants in Center's Educational Program 1970-71

CAT Reading Test

School Grade		Grade equivilant Active	#	Non-Active	#	Active less Non-Active
Third grade	V	3.4		3.7		-0.3
	C	3.0		3.3		-0.3
	T	3.3	8	3.7	2	-0.4
Fourth grade	V	4.6		4.1		0.5
	C	4.5		4.7		-0.2
	T	4.5	4	4.6	4	-0.1
Fifth grade	V	5.3		6.2		0.9
	C	4.8		5.8		1.0
	T	5.1	12	6.0	5	0.9
Six grade	V	6.0		6.2		-0.2
	C	5.5		6.3		-0.8
	T	5.8	12	6.7	6	-0.9
Seventh grade	V	6.4		5.7		0.7
	C	6.4		7.0		-0.6
	T	6.4	6	6.1	3	-0.3
Eighth grade	V	8.2		8.0		0.2
	C	8.9		8.2		0.7
	T	8.7	9	8.1	5	0.6
Ninth grade	V	9.0		11.9		-2.9
	C	9.4		10.7		-1.3
	T	9.3	10	11.2	2	-1.9
Tenth grade	V	9.5		8.6		0.9
	C	9.4		8.6		0.8
	T	9.7	3	8.6	4	1.1
Eleventh grade	V	10.9		9.3		1.6
	C	11.0		10.4		0.6
	T	11.1	7	10.0	3	1.1
Twelfth grade	V	11.0		9.2		1.8
	C	12.0		10.0		2.0
	T	11.5	5	9.7	3	1.8

ALL INDIANS TESTED:
MATH

R = Reasoning
F = Fundamentals
T = Total
G = Gain

		1967	1970	1971	Total Gain
3rd Grade	R	2.71	3.56	3.79	
	F	3.17	4.00	3.79	
	T	3.10	3.79	3.79	
	G		.69	.00	.69
4th Grade	R	3.66	5.20	4.39	
	F	3.88	5.01	4.46	
	T	3.86	5.23	4.53	
	G		1.37	-.70	.67
5th Grade	R	5.06	5.42	5.11	
	F	4.77	5.78	5.22	
	T	4.99	5.71	5.46	
	G		.82	-.15	.47
6th Grade	R	5.68	5.82	6.35	
	F	5.20	5.82	6.04	
	T	5.50	5.69	6.26	
	G		.19	.57	.76
7th Grade	R	6.16	5.88	6.19	
	F	6.64	5.99	6.35	
	T	6.46	5.99	6.36	
	G		-.47	+.47	-.10
8th Grade	R	7.80	7.63	7.46	
	F	6.10	6.93	7.33	
	T	7.50	7.13	7.59	
	G		-.37	.46	.09
9th Grade	R		6.47	7.50	
	F		7.59	7.58	
	T		7.10	7.53	
	G			.43	

		1967	1970	1971
10th Grade	R		7.59	7.85
	F		7.97	7.90
	T		7.97	7.93
	G			-.04
11th Grade	R		7.20	8.50
	F		7.94	7.59
	T		7.61	8.15
	G			.54
12th Grade	R			8.79
	F			8.00
	T			8.31
	G			

(B. cont.)

ACTIVE PARTICIPANTS:
MATH

R = Reasoning
F = Fundamentals
T = Total
G = Gain

		1967	1970	1971	Total Gain
3rd Grade	R	2.42	3.54	3.60	
	F	2.68	4.12	3.82	
	T	2.67	3.85	3.69	
	G		1.18	-.17	1.02
4th Grade	R	3.70	5.22	4.52	
	F	4.00	4.96	4.74	
	T	4.09	5.29	4.93	
	G		1.20	-.30	.84
5th Grade	R	4.92	5.25	5.37	
	F	4.62	5.41	5.52	
	T	4.91	5.51	5.55	
	G		.60	.04	.64
6th Grade	$	5.30	6.99	6.10	
	F	4.90	5.33	6.05	
	T	5.20	6.00	6.14	
	G		.80	.14	.94
7th Grade	R	6.20	6.67	6.59	
	F	6.99	7.31	6.49	
	T	6.75	6.76	6.53	
	G		.01	-.23	-.22
8th Grade	R	7.80	6.61	7.75	
	F	6.10	6.83	7.68	
	T	7.50	6.77	7.90	
	G		-.73	1.13	.40

		1967	1970	1971
9th Grade	R		6.53	7.56
	F		8.43	7.44
	T		7.57	7.50
	G			-.07
10th Grade	R		7.90	7.73
	F		8.43	7.80
	T		8.40	7.83
	G			-.63
11th Grade	R		7.62	8.79
	F		8.48	7.89
	T		8.17	8.37
	G			.20
12th Grade	R			8.88
	F			8.09
	T			8.30
	G			

OBJECTIVE 1.0 Mathematics Achievement Active and Non-Active Participants in Center's Educational Program 1970-71

CAT Math Test

School Grade		Grade equivalents Active	#	Non-Active	#	Active less Non-Active
4th grade	R	4.5		4.1		0.4
	F	4.7		6.4		-1.7
	T	4.9	13	5.6	4	-1.5
5th grade	R	5.3		4.8		0.5
	F	5.5		4.7		0.8
	T	5.6	12	4.6	4	1.0
6th grade	R	6.1		6.3		-0.8
	F	61.		6.5		-0.4
	T	6.1	13	6.5	6	-0.4
7th grade	R	6.6		5.7		0.5
	F	6.5		5.3		1.1
	T	6.5	6	5.5	6	0.9
8th grade	R	7.8		7.4		0.1
	F	7.7		7.2		0.1
	T	7.9	9	7.3	6	0.3
9th grade	R	7.6		7.5		-0-
	F	7.4		7.6		-0-
	T	7.5	10	7.6	8	-0-
10th grade	R	7.7				
	F	7.8				
	T	7.8	3		0	
11th grade	R	8.8		6.6		2.2
	F	7.9		6.5		1.4
	T	8.4	7	6.6	1	1.8
12 grade	R	8.9		8.5		0.4
	F	8.1		7.9		0.2
	T	8.3	5	8.4	2	-0.1

Objective 3.0: To provide individual and group counseling related to personal adjustment, academic progress and vocational planning to students and adults.

Records of school and Center attendance and college enrollment are shown on the following pages:

- Conclusions (Obj. 3.0)
- Weekly Attendance (Center)
- Weekly Attendance (Chart)
- Facilities for Study
- College Enrollment of Indian Students from the Owens Valley
- Grade point averages (High School)
- School attendance (High School)

OBJECTIVE 3.0 Conclusions

Attendance at Center

1. Attendance at the Study Center has become well-established. The level of attendance has increased during the last year even though budget reductions caused many extra activities to be eliminated.

2. From a population of 700 residents on the reservation, average weekly attendance was 286, ranging from a low of 125 to a high of 480. This average attendance is a 2% increase over the previous year.

Attendance at School

The drop-our rate for high school Indian students is decreasing sharply. Within a four year period the rate decreased from 40% to slightly more than 10%.

College Enrollment

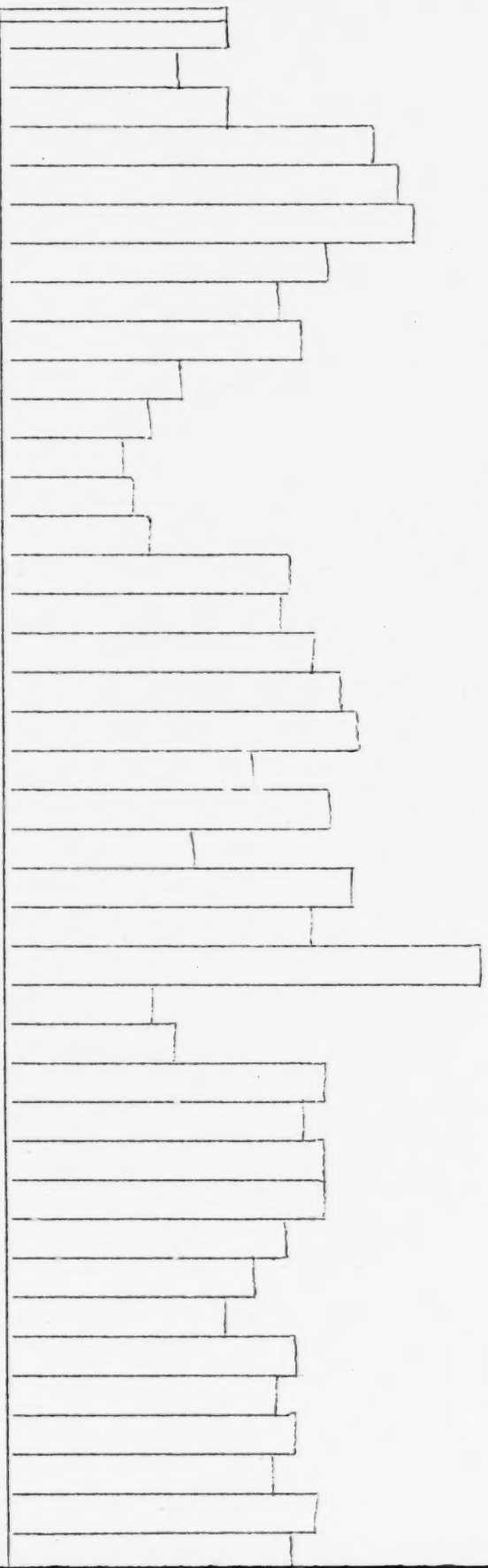
Prior to the establishment of the Center, very few Indian high school graduates had enrolled in college. During the project years a significant number of Indian students (see chart) enrolled in college. Of greater importance is the growing attitude that college is desirable and achievable for Indian students.

Job Placement

The Center has provided an increasing number of job opportunities at the Center and has found jobs outside the Center in increasing numbers. Approximately one-half the jobs were provided during summer months.

WEEKLY ATTENDANCE
JULY 1, 1970 - JUNE 30, 1971

WEEK OF	
Jun 29	230
Jul 6	180
Jul 13	235
Jul 20	380
Jul 27	400
Aug 3	420
Aug 10	335
Aug 17	280
Aug 24	300
Aug 31	190
Sep 7	145
Sep 14	125
Sep 21	135
Sep 28	150
Oct 5	290
Oct 12	280
Oct 19	310
Oct 26	340
Nov 2	460
Nov 9	250
Nov 16	330
Nov 23	190
Nov 30	350
Dec 7	310
Dec 14	480
Dec 21	155
Dec 28	170
Jan 4	320
Jan 11	300
Jan 18	320
Jan 25	320
Feb 1	280
Feb 8	250
Feb 15	220
Feb 22	290
Mar 1	270
Mar 8	290
Mar 15	270
Mar 22	310
Mar 29	280



Weekly attendance:

July 1, 1969 - April 1, 1970 11,090
July 1, 1970 - April 1, 1971 . . . . . 11,140*
Increase of 50

Average monthly attendance
1969-1970 284
1970-1971 286
Increase per month of 2

Greater attendance occurred during the past year. The total attendance increased from 11,090 in 1969-70 to 11,140 in 1970-71, an increase of 50. The average monthly attendance increased from 284 in 1969-70 to 286 in 1970-71, an increase of 2 per week.

*Many extra activities were eliminated due to a 22% reduction of funds for 1970-71.

FACILITIES FOR STUDY
JULY 1, 1970 - MAY 1, 1971

Professional and Non-professional Assistance

Total Hours Input	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Accrediter Teachers	172	172	12	98	97	88	98	92	96	0	-	-	924
Counselor*	0	0	2	7	9	4	8	6	14	10	-	-	60
Tutors	210	210	0	321	318	221	280	308	291	174	-	-	2333
Monthly Totals	382	382	14	426	423	313	386	406	401	184	-	-	3317

This table indicated that the heaviest responsibility lies with the tutors.

Tutors 70% of all time input
Counselor 1.8% of all time input
Teachers 28% of all time input

*High school counselors only due to cut-back in funds.

COLLEGE ENROLLMENT OF INDIAN STUDENTS FROM THE OWENS VALLEY

School Year	Number Enrolled
1966-67	0
1968-69	3
1969-70	11
1970-71	40
1971-72	69 (anticipated)

There are no Indian college graduates in the Bishop, Big Pine, Independence or Lone Pine areas. A few individuals have completed two years of Junior College.

COLLEGE ENROLLMENT - OWENS VALLEY INDIANS 1967-68 to 1970-71

Colleges and Universities	1968-69	1969-70	1970-71	1971-72
Barstow Community College			1	2
Brigham Young University	1	1	1	1
California State College at Bakersfield			2	1
California State College at Chico				2
California State College at Dominquez Hills				2
California State College at Humbolt		1	1	1
California State Collete at Long Beach			16	34
California State College at Los Angeles				1
California State College at Sacramento			2	2
California State College at San Fernando	1	3	3	2
California State College at San Francisco			2	2
California State Collete at San Louis Obispo		1		1
College of the Sequoias			1	
Cook Christain College				1
Haskell Institute		1	1	1
Orange Coast Junior College			1	1
Riverside Community College		1	1	1
Sawyer Business College				1
Shasta Junior College				2
Stanford University				1
University of California at Davis		1	1	3
University of California at Irvine			2	
University of California at Los Angeles	1	3	5	3
University of California at Santa Cruz				1
University of Nevada (Reno				1
University of New Mexico				1
University of Oregon				1
TOTALS	3	11	40	69

BISHOP INDIAN HIGH SCHOOL
GRADUATES

YEAR			
1967-68	Bishop High School	7	7
1968-69	Bishop High School	11	11
1969-70	Bishop High School	11	
	G.E.D. *	4	
	Night Diploma Class	2	
	TOTAL	17	17
1970-71	Bishop High School	15	
	G.E.Ds. *	4	
	Night Diploma Class	3	
		22	22

* G.E.D. (Graduate equivalency Diplomas) were won through the H.E.P. (High School Equivalency Programs) which are sponsored on 12 United States College Campuses.

OBJECTIVE 3.0 Grade Point Averages (4 point) High School

Group	#	1966-67	#	1969-70	#	1970-71	Total Gain
Freshman	14	1.52	14	1.60	24	2.47	.95
Sophmore	10	1.11	15	1.73	19	2.46	1.35
Junior	8	1.24	17	1.66	15	2.63	1.39
TOTAL		1.48		1.77		2.49	1.01

OBJECTIVE 3.0 School Attendance 1970-71

For purposes of comparison, the following scale is utilized:

Total School Year About 175 Days

Excellent	0-5 days missed
Good	6-10 days missed
Fair	11-15 days missed
Poor	16-20 days missed
Very Poor	20-up days missed

Class	#	0-5	6-10	11-15	16-20	21-up
Freshman	20	2	5	1	6	6
Sophmore	7	2	2	1	0	2
Junior	11	2	3	2	1	3
Senior	12	2	2	3	4	1
Total	50	8	12	7	11	12
1st	22	5	7	4	2	4
2nd	17	6	2	3	3	3
3rd	15	3	3	3	3	3
4th	18	7	3	1	3	4
5th	22	4	3	5	3	7
6th	23	7	5	3	6	2
7th	17	2	7	4	2	2
8th	18	4	3	5	3	3

Total Numbar of Indian Students Who Missed Less Than 15 Days

	Grade Level											
Year	1	2	3	4	5	6	7	8	9	10	11	12
1966-67					90%	88%	62%	93%	93%	91%	80%	90%
1969-70					79	74	70	65	67	36	41	28
1970-71					55	65	67	76	40	71	64	58

Objective 4.0: To provide adult classes and activities.

Records of Indian parent participation, book circulation, and other use of the Center are shown on the following pages:

- Conclusions (Obj. 4.0)
- Indian Education Center:
  Indian Parents Only
- Supplemental Research Materials
- Other Instruments
- Book Circulation
- Job Placement
  - Center Employment
  - Other than Center

CONCLUSIONS
(Obj. 4.0)

1. Compared to 1969-70, an increase occurred in the number of parents participating whose children were tutored. This was accompanied by a similar increase in parents' use of the library facilities.

2. The percent of attendance at meetings was maintained (compared to 1969-70) as was participation in conferences.

3. Compared to 1969-70, the use of supplementary research materials by high school students and adults was increased, although the relative percentages among categories remained nearly constant.

4. Adults used the Center most frequently (40%) for individual interests. About 50% of the use by adults was devoted to helping students with homework and in tutoring. Homework activities showed the greatest increase in frequency over the 1969-70 year (5% to 29%).

PARENTAL INVOLVEMENT IN PUBLIC SCHOOLS

Total Indian Parents in Bishop Area

Base 139 Each school administrator was asked his perceptions of change in the school year 1969-70.

The four public schools do not maintain records on Indian or non-Indian participation. Therefore the following information is impressions by the principals at each school.

ELM STREET SCHOOL (preschool to 2) Mr. Fred Patterson, Principal

1. P.T.A.: So few P.T.A. meetings were held that new officers for next year haven't been elected. It does seem to have increased a bit, but with so few meetings it is difficult to say.

2. Parent-Teacher Conferences: During the past several years there has always been about the same percentage of Indian parents at parent-teacher conferences as Anglo parents.

3. Board Meetings: When we discussed the free lunch program many parents came to complain about the cut program. The Indian School Board member seems to say almost nothing during the board meetings. I do not know what happens behind the scenes.

4. Indians as Resource People: Several people have come to talk in classes about Indian dress, custom etc. Both of our preschool teacher's aides are Indians.

5. Other Comments: About 10 years ago you would find all the Indian students at the academic bottom of the class. The trend began to change about 8 years ago with the advent of the first special preschool program. Today the students are only a little below average. They have about the same spread with a smaller percentage only at the top of the spread.

   There are now fewer Indians in the preschool program. Initially the preschool program had been entirely Indian. During the year 1968-69 Federal funds and the school district assumed all costs for the all-Indian program. Since 1968-69 the preschool program has been a State program via the Inyo County Schools for AFDC This year the Indian percentage receiving welfare benefits was about the percentage of Indians in the town's population.

   I don't get feedback from the teachers on the Indian students because at this age the teachers don't differenciate racially between the children at the lower grades.

PINE STREET SCHOOL (3-5) Mr. Larry Calkins, principal

1. P.T.A.: no apparent change.

2. Parent-Teacher Conferences: There seems to be a lesser percentage of Indian parents who participate than Anglo parents, but there isn't a tremendous difference. There has, however, been an increase in Indian parent involvement in the Compensatory Education Program. Indian parents have been invited to the Comp. Ed. teacher's home with good attendance. The Comp. Ed. meeting held at the Indian Education Center was also very well attended. The one meeting held at the school was poorly attended. Out of 60 written invitations only two parents came. Parents are still hesitant to attend meetings at the school.

3. Board Meetings: The only time parents come to board meetings is to demand something...just because they are Indian. This seems very negative to me. However, I do think it is good that Indians cared enough about education to get an Indian elected to the Elementary School Board.

4. Indians as Resource People: We had one lady from Big Pine come in to explain to several classes about basketry. We had one girl who worked as a cross-age tutor. (The program was organized by the Home Street School)

5. Other Comments: I see little change except that I see the Indian children playing at the Center. As an administrator I have seen little change; the teachers would see more of that.

HOME STREET SCHOOL (6-8) Mr. Don Callaway, Principal

1. P.T.A.: P.T.A. has been basically non-functional this year. Only two meetings were held. Based on these two meetings I saw little change.

2. Parent-Teacher Conferences: There seems to remain to be some reluctance for some Indian parents to come in, but it seems to be about 75%.

3. Board Meetings: Mrs. Velma Jones, (the Indian Board Member) although quiet during the public meetings, is very involved and well represents the school. During the issue of the free school lunch program many Indian parents came and expressed their feelings about the threatened cut.

4. Indians as Resource People: This is one of the school's weak areas. We have only had 6 to 10 people in all year that I am aware of. However, the teachers have free access to invite any one they wish into class.

5. Other Comments: During the school year there seemed to be many more Indian parents talking to teachers and, in general about the school.

   The Compensatory Education Program has improved by involving Indian parents. Indian students constituted about ½ of the participating students. Teacher/parent meetings were held once a month from January to May. There was also a change of attitude in the Compensatory Education Program because the children were not being pulled out of class, but rather the teacher went into the class... hence no stigma.

   This year many teachers, in particular the eighth grade teachers, have said that this is the greatest Indian group of students ever.

   I believe that many of the addititudinal changes to be more outgoing and responsive can be credited to the Center. The school is rather static.

   The last two years two Indian students have been selected as outstanding 8th grade students. The ballot is secret among the eighth grade teachers.

BISHOP UNION HIGH SCHOOL (9-12) Dr. Donald Taylor, principal

1. P.T.A.: Because of our remodeling program this year the P.T.A. has been very inactive.

2. Parent-Teacher Conferences: We do not have regular parent-teacher conferences as they do at the elementary level. Nontheless I have seen many more parents

talking to teachers, voicing complaints and taking greater interest in education.

3. Board Meetings: Very few parents normally attend our board meetings and this year we had few, if any, issues directly relating to Indian Education.

4. Indians as Resource People: We have maintained a strong relationship with the Indian Education Center. We have consistantly utilized the counseling services for post high school education and to more fairly meet difficult situations like truancy, racial misunderstandings, etc.

5. Other Comments: Indian parents seem much less reluctant to come to school since I first came to Bishop in 1968. More of the Indian students are staying in school now and are much more involved in the normal school activities. I think parents are naturally more interested in school activities when their children are participating.

During the past three years I have seen great changes in attitudes, achievement, and behavior of both Indian students and in some cases teachers. The Indian students are definitely more agressive, open, and stay in school more. In the past one could expect to find the Indian students at the bottom of the academic scale. Today the students are more equally spread from top to bottom.

This year we had, for the first time, an Indian girl give one of the graduation speechs. Many Indian students served as camp counselors at the 6th grade week-long Outdoor School. More boys compeated in athletics. The Indian Club started three years ago seems to be maturing.

This year and last year we had a higher percentage of Indian seniors move on to college than the school average.

INDIAN EDUCATION CENTER: INDIAN PARENTS ONLY

Direct involvement: Actively participating in regular activities.

Total number of Indian parents with children in preschool to 12th grades=139.

	Activity	Number	% of 139
1.	Indian Education Center	14	10%
2.	Education Committee	8	6%
3.	Bead Class	14	10%
4.	Legal Rights Class	12	9%
5.	Indian Athletic Assoc.	12	9%
6.	New Teacher Orientation (annual)	28	20%
7.	Paiute Mountain School (annual)	34	24%
8.	Art & Crafts Classes (each summer)	30	22%
9.	Newsletter Monthly (monthly)	4	3%
10.	Christmas Party (annual)	24	18%
11.	Wovoka Recycling Center	5	4%
		185	135%

*Does not include high school students and non-parents.
**In some cases there is overlap.

INDIAN EDUCATION CENTER: INDIAN PARENTS ONLY

Indirect involvement: Parents only involved in a temporary way.*

Base 139

Activity			Number	% of 139
1. Parents of children tutored			52	33%
2. Use of library facilities (books, films, tapes, etc.)			61	44%
3. Attendance in meetings				
a. School lunch discussions			21	16%
b. Beverly Hills H.S.-- student exchange			16	12%
c. Watermelon feed			14	10%
d. Work projects				
1. Softball field	7			
2. Front porch	5			
3. Transfer of used building	3			
4. Telephone poles	4			
Total	19		19	14%
e. Petrogyph trip			20	16%
f. USC Summer Health Project			15	12%
g. Recycling Center			10	8%
h. Coso Hot Springs trip			160**	115%
i. DC trip (fund-raising dinner)			30	22%
j. Tri-county fair-- Indian booth			8	6%
k. Big Pine tutoring (drivers)			6	4%
l. Camp De Benniville Pine			9	6%
m. Indian Education conferences				
1. San Marcos--Calif. Indian Education Assoc.		2		
2. Sacramento--Johnson/O'Mally Committee		3		
3. Santa Cruz--Calif. Indian Youth		7		
4. Fresno--Calif. Indian Education Assoc.		8		
Total		20	20	16%
n. I.T.C. Alcoholic Education meetings			15	12%
Total Indirect Involvement (much overlap)			476	346%
Total Direct Involvement			185	135%
Total Combined			661	481%

*Reduced events due to 22% funding cut-back.

**Includes parents from Lone Pine, Independence and Big Pine.

SUPPLEMENTAL RESEARCH MATERIALS
(Indian education center maximized usage by age group)

	Availability	Elem.	High School	Adult
Audio Visual	100%	70%	30%	30%
Indian Culture	100%	50%	80%	60%
Self-directed Materials	100%	30%	10%	2%
Library	100%	70%	30%	10%
School Materials	100%	30%	15%	1%

OTHER INSTRUMENTS

Facilities for Study 1970-71

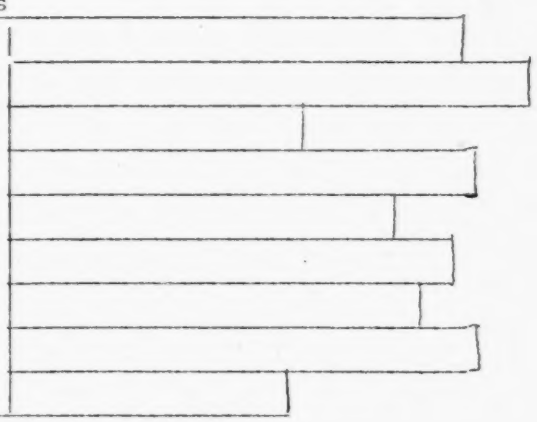
Frequency Chart of use for: (based on 100% of time spent in Center)

	Elem.	High School	Adult
Homework	20%	10%	22%
Tutoring	25%	20%	20%
Individual Interests	35%	40%	40%
Library	15%	15%	5%
Audio Visual Aides	5%	5%	15%
Other	0%	10%	17%

As compared with 1969-70 more high school students and adults use more of the Center facilities.

BOOK CIRCULATION
BY MONTH
JULY 1, 1970 - APRIL 1, 1971

Month	#Books
Jul	205
Aug	231
Sep	132
Oct	210
Nov	176
Dec	196
Jan	183
Feb	211
Mar	127
Total	1671



Average/month 175

Book Circulation:

Time	Total Books	Monthly Average
July-April, 1969-70	1361	151
July-April, 1970-71	1671	175

JOB PLACEMENT
CENTER EMPLOYMENT

	Part-time	Full-time	Total
1968-69	5	2	7
1969-70	13*	23	36
1970-71	23*	31	54

All numbers reflect only Indians employed.

*Tutors considered full-time.

JOB PLACEMENT
OTHER THAN CENTER

	Part-time	Full-time	Total
1968-69	(Center not in operation)		0
1969-70	13	63	76
1970-71	47	58	105

24 of the full-time jobs were vacation jobs for students 1970-71.
13 of the part-time jobs were vacation jobs for students 1970-71.

Objective 5.0: To provide summer recreational and academic experiences.

Records of summer experiences are shown on the following pages:

- Conclusions (Obj. 5.0)
- Summer Employment

OBJECTIVE 5.0 Summer Recreational and Academic Experiences.

Attendance Records

a. Summer Remedial Reading Program: 42 children grades first through 6th for each morning for four weeks. Twelve tutors, 53 regular participants.

b. Paiute Mountain School: 10 children in each of four groups for four day mountain school. Three counselors averaged each group. Thirteen participants for each group. Total 52 for four weeks.

c. Arts and Crafts: 15 arts and crafts days averaging 20 children per day.

Analysis of the Success of the Summer Program

a. Summer Remedial Reading Program: Highly successful as summer remedial reading boost and training program for 1971-72 tutors. Third annual summer reading program is entirely financed by the Presbyterian Church. The program subjective success is characterized by strong parent interest, children reading many books, and a general spirit of happiness and contentment. (See section four for details.)

b. Paiute Mountain School: Previous to the mountain school seldom was the Center camping equipment checked out. After the school the equipment was always out. After the camps the student participants seemed much more concerned about littering and their immediate environment. There was a great demand to continue the mountain school for the subsequent summer.

c. Arts and Crafts: Group activities were provided and new arts and crafts were learned. Many of the Indian students posess arts and crafts talents. These classes provided them the opportunity to be with professional and highly qualified artists.

SUMMER EMPLOYMENT, PART-TIME 1970-71

14	tutors
2	camp leaders
4	Paiute Mountain School
20	

Objective 6.0: To provide coordinated programs with the public schools.

Records of extra curricular activities and drop-out rates are shown on the following pages:

- Conclusions (Obj. 6.0)
- Extra Curricular Activities
- Drop-out Statistics

OBJECTIVE 6.0 Conclusions

Drop out rates: The number of Indian high school students remaining in school is drastically improved in 1970-71 as compared to 1966-67. During the year 1966-67 several junior high students left school even before becoming a high school statistic. A new progressive high school administration came into office during the project's initial year, thus providing a two bladed axe.

Extra Curricular Activities: Logically the number of students participating in extra curricular activities will increase as 1) many more Indian students are remaining in school, 2) the students are enjoying more academic success in school and 3) the advent of an Indian Club provides an honest cultural step into the school's activities, as well as the one step toward the Indian community for the school.

DROP OUT STATISTICS FOR INDIAN HIGH SCHOOL STUDENTS GRADES 9-12

School year	Total Indian Students	Drop outs	Percent
1966-67	50	20	40%
1968-69	61	19	30%
1969-70	77	9	12%
1970-71	78	8	10.2%

EXTRA CURRICULAR ACTIVITIES FOR 76 INDIAN STUDENTS 1970-71

Activity	9th	10th	11th	12th	Total
Girl's Sports - G.A.A.	2	3	4	6	15
Girl's League				3	3
Church Group	2	2	3	7	14
Chorus					0
F.F.A.					0
Baseball (boys)	6	3	2	3	14
Basketball	2	4	1	4	11
Football	6	2	4	3	15
Scholastic					0
Vocational Specialty					0
Drama				3	3
El Pinon (year book)				1	1
Student Council				1	1
Senior Play					0
Band					0
Senior Ball					0
Indian Club	16	8	8	10	42
Tract					0
Tennis				1	1
Speech Team				1	1
Education Center	5	2	2	4	13
TOTALS	39	24	24	46	134

SUMMARY 1969-72

1969-70	1	11	6	26	44
1970-71	13	20	40	23	96
1971-72	39	24	24	46	134

TOTAL GAIN 90

C. EFFECT OF THE PROJECT

1. Effect on Educational Institutions in Terms of Greatest Change

Prior to 1968 and the Project's inception the public schools appeared blind to the educational needs of the Indian students. Reflecting the town's general attitude, the public school took for granted the low academic achievement of the Indian students and further more labled the "unresponsive" behavior of the Indian students in negative prejudical terms as "lazy," "stoic," "dumb," "drunken" and certainly "non-academic."

These 1968 school attitudes have greatly changed. The changes are due not to the several teacher workshops or other school related changes, but rather to the demonstrated academic successes of the Indian students themselves. Albeit the attitudnial changes are present and manifested in new Indian academic programs, more sensitive counseling programs and more open relationship with the Indian community. Furthermore, the public schools have hired Indian custodians, will hire Indian aides for the 1971-72 school year and have active teacher recruitment for Indian teachers.

2. Greatest Change in Pupil Behavior Resulting From the Project

The conceptual implementation of the project was based on the hypothesis that poor Indian academic achievement in the Bishop schools was predominately due to poor self-identity and its consequential ramifications. Poor self-identity, identified as a feeling of little self-worth as witnessed in low education expectations, a sense of powerlessness, poor participation in both Indian community and public school activities, little success in employment even when provided equal opportunity, escapism behavioral patterns such as alcholism and goaless wandering often between reservation and metropolis or city. Therefore pupil behavioral improvement should be viewed from these above indications of low self-concept.

In the opinion of the Project Director, the average Indian student and adult have greatly improved self-concepts in comparison to the year 1968 when the project began (see statistical data on California Achievement test score improvements; greatly improved participation of high school Indian students in school activities; number of job placements; number of Indian students and adults participating in the Center's activities; high enrollment of Owens Valley Indians in college; much improved high school grade point averages; and the greatly reduced drop out rate at Bishop High School).

Many public schools teachers, themselves often with revised attitudes about Indians, have remarked that the Indian students not only have improved in school, but also no longer fit the previous steriotypes of stoic , quiet and backward. The students assert themselves more, and openly challenge opinions or actions which they may judge as improper, inacurate, or unjust. At the high school level the Indian students have an afluencial club, and successfully ran a candidate for school secretary.

The obvious conclusion is that the average Indian self-concept has greatly improved. The successful statistics relate the result of an improved self-concept not the cause.

3. Effect of the Project on Cooperating Agencies.

a. Cooperating Community Agencies and Their Respective Roles.

- Owens Valley Paiute/Shoshone Band: Bishop, California. The tribal council incorporated the Education Committee, (authority for the Center) into the tribal structure and thereby gave it the responsibility for all educational activities in the Indian community.

- California Indian Rural Health Project: Bishop, California. The all-Indian health project cooperated in organizing health classes, writing health education articles for the news letter and being one of the three vital links in the highly successful 1971 summer health project coordinated with the University of Southern California.

- California Indian Legal Services: Bishop, California. The federally sponsored legal aide assistance program provided legal rights classes, articles for the news letter and official legal counsel to the Education Committee of the Center, as well as the project staff.

- Owens Valley Presbyterian Church (Indian Church): Bishop, California. The Owens Valley Presbyterian Church co-sponsored and obtained the funds for each annual summer remedial reading program. The reading program was funded $2,400 in 1970 and $4,000 in 1971.

- University of Southern California: Los Angeles, California. Starting this past school year, the University of Southern California, through the School of Public Administration, began to serve as a resourse to the Indian community. The first cooperative effort was the summer health project in which the USC dental team and optical team checked teeth and eyes of all Indians in the three counties of Inyo, Mono and Alpine.

- U.C.L.A. and Cal. State Long Beach: Many of the Owens Valley Indian students attending these two universities were able to work for the project on educational projects during Christmas and Easter vacations.

- California Department of Human Resources: Bishop, California. Early in the project a strong relationship was established between the local office of the California Department of Human Resources and the Project. This continued strong relationship provided many new, temporary and new jobs for the Indian individuals.

- California Fair Employment Practices Commission: Los Angeles, California. The early prejudical hold on public contact jobs in Bishop was broken through the help of the California Fair Employment Practices Commission.

- Union Carbide Corporation: Bishop, California. Union Carbide donated a wooden building valued at $23,000 and provides three summer positions for Indian college students.

- Beverly Hills High School: Los Angeles, California. The Beverly Hills High School students, on their own initiative, organized and implemented a fund raising project which resulted in obtaining a twelve passenger van valued at $5,000. Also cooperating in

this effort were North Hollywood High School and Hawthorne Elementary School.

. Los Angeles Department of Water and Power: Independence, California. The Department of Water and Power donated a building valued at $22,000.

. Hughes Aircraft Company: El Segundo, California. Hughes Aircraft donated $400.00 in cassette tapes, $300.00 in cassette recorders and $2,000 in used office equipment.

b. Results of Such Cooperation

1. Effects on the Project as a Result of Said Cooperation:

The above mentioned individual effects, taken together, greatly broadened the effectiveness of the project and strengthened the role of the Indian Education Center in Owens Valley political, social and economic affairs. The net result, not only fortified the educational activities of the project, but moreover hit directly at the primary cause of low academic achievement among Indian students, poor self-identity.

2. Effects on the Agencies as a Result of their Cooperation Especially Operation Changes

. Owens Valley Paiute/Shoshone Band: The tribal government has expanded and made its administrative structure more sophisticated. Largely because of the close relationship between the project staff and the Paiute Board of Trustees many new projects have also been initiated or planned. (i.e. University of Southern California Cooperative Effort, Application for a $250,000 Neighborhood facility from HUD, a $100,000 application with EDA for economic technical assistance and the realization of a 701 overall economic planning grant with EDA (Economic Development Agency.)

Furthermore because of the many and varied successes by the Paiute/Shoshone Band, their leadership is sought throughout the state among Indian groups.

. California Indian Rural Health Project: The Bishop area office of the California Indian Rural Health project has significantly improved their educational and administrative procedures. The U.S.C. cooperative effort significantly improved techniques in meeting Indian health needs, and the comprehensive health planning. The Bishop office of the California Indian Rural Health Project is considered by many as the successful model for California. California itself is considered by many as the fore-runner in Indian health for the United States.

. California Indian Legal Services: The project's assistance significantly shortened the period of time before a new legal office normally becomes fully operative.

- Owens Valley Presbyterain Church: The greatest change in the church was through its congregation. Most of the Indian families served by the Presbyterian church actively participated in the project's activities and, justly so, these were many of the persons who made the most educational advancements.

- University of Southern California: Largely because of the successful summer project between the school of Public Administration and the Bishop California Indian Rural Health Project, the school is considering continuing the relationship with the Paiute/Shoshone Band and extending the concept and application of community involvement through the U.S.C. graduate schools into other academic areas and geographic areas in Southern California.

- U.C.L.A. and Cal. State Long Beach: Both universities allowed Bishop work/study projects thereby exempting their sixty mile radius rule. Bishop is 300 miles from U.C.L.A. and 360 miles from Cal State Long Beach.

- California Department of Human Resources: The Bishop office has reversed its previous negative reputation. It is now considered an office that not only aides Indians as well as whites in finding jobs, but furthermore supports and seeks jobs for Indians.

- California Fair Employment Practices Commission: no change.

- Union Carbide Company: Indians are now given first opportunity on all Union Carbide surplus materials or property.

- Beverly Hills High School: Naturally the change at Beverly Hills High School was the valuable learning experience of organizing, implementing and succeeding in the fund raising project for the students themselves.

- Los Angeles Department of Water and Power: Absolutely no change.

- Hughes Aircraft Company: Previously Hughes surplus materials have been sent afar. However, local Indian requests will be given first preference.

3. Change in Educational Institutions and Agencies Resulting from Project;

Several institutions and agencies in Inyo County were directly affected as a result of the project's success. Inyo County Office of Superintendent of Schools, Bishop Union High School, Bishop Union Elementary Schools, Big Pine Unified School, Owens Valley Unified School, Lone Pine Unified School and the Owens Valley Paiute Shoshone Band:

- Inyo County Schools: Indian community relationships have greatly improved as evidenced by an educational and political agreement which guarantees policy, personnel and procedural control by

the Indian community. Previous to the project there had been no communications between the County Schools Office and the Indian community, but rather an ode of suspision and distrust firmly based on afoundation of mutual ignorance.

- Bishop Union High School: The faculty has begun to improve attitudes towards the Indian students as evidenced by the increased grade point averages of the Indian students and the special Indian studies classes which have been developed by some of the teachers.

- Bishop Union Elementary School: The new teachers, particularly in 6th, 7th, and 8th grades, have incorporated Indian materials into their classes, organized an Indian club and several have made concentrated efforts to expand their own cultural limatations by active participation in Indian activities.

- Big Pine, Owens Valley, and Lone Pine Schools: Although less directly affected by the project because of distance (15, 45 and 60 miles, respectively) these schools were nontheless affected. Big Pine supported a three month tutoring program and provided an excellent Indian history class. All three schools began to change their attitudes on "who is qualified for college" and permitted E.O.P. (Education Opportunity Project) recruiters into their schools.

4. Below are stated the possible anticipated funding sources for the Indian Education Center projected to the 1974-75 school year.

- 1971-72 School Year Actual Funding

Inyo County	8,000.
Presbyterian Church	4,000.
Johnson O'Malley Funds	17,000.
Title III Incentive Grant	23,779.
TOTAL 1971-72	$52,779.

- 1972-73 School Year (Proposed Funding)

Inyo County Board of Supervisors	10,000.
Paiute/Shoshone Band	5,000.
Bishop High School	6,000.
Bishop Elementary School	6,000.
Presbyterian Church	3,000.
Johnson/O'Malley Funds	8,500.
TOTAL 1973-74	$38,500.

- 1974-75 School Year (Proposed Funding)

Inyo County	12,000.
Paiute/Shoshone Band	10,000.
Bishop High School	7,000.
Bishop Elementary School	7,000.
Presbyterian Church	-0-
Johnson O'Malley Funds	-0-
TOTAL 1974-75	$36,000.

Other Funding Possibilities 1972-75

Bureau of Indian Affairs
Health, Education, Welfare
California Council on Criminal Justice
Big Pine Unified School
Owens Valley Unified School
Lone Pine Unified School
Inyo County Schools Office

Possible Substituting Funds

College Work/Study
Neighborhood Youth Corps
U.S.C., U.C. Irvine or Cal State Long Beach Internships
Volunteer Workers
Supplies and Equipment Donations

D. DISSEMINATION

The project was disseminated through the channels of the Indian Education Center, the Education Committee of the Owens Valley Paiute/Shoshone Band, and the Inyo County Superintendent of Schools Office.

Dissemination was not a directed activity, but rather consequential of the normal project activities, the regular function of the County Superintendent of Schools and the positive reputation of the Center among California Indian groups.

1. Estimated Number of Unsolicited Requests for Information About the Project.

   a. Within the area (includes local teachers, interested groups, and curios citizens) 120.

   b. Outside the area 36.

2. Number of Visitors From Outside Project Area - 359.

3. Cost of Dissemination

   The dissemination was consequential of the project rather than separately planned or designed. Therefore any dissemination costs were considered under other activity costs.

4. Total Cost of Dissemination (not applicable)

5. Copies of all Printed Materials are Attached

6. The State Department of Education in Sacramento is in posession of slides disseminating this project. (Mr. Don Kelly)

APPENDI[illegible]

Form III-104

CALIFORNIA STATE DEP[illegible]MENT OF EDUCATION
Bureau of Program Planning and Development
Title III, E.S.E.A.
Sacramento, California 95814

COMPOSITE

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS
Title III, Elementary and Secondary Education Act of 1965 - Supplementary Centers and Services Program

Name and Address of Agency
Inyo County Superintendent of Schools, 135 South Jackson, Independence CA 93526

Project Number
OEG-9-8-06205-0149-(056)

PART I - EXPENDITURES (other than construction)

___Proposed Budget Summary*
___Estimated Expenditure Report
XX Final Expenditure Report

Budget Period, (Month, Day & Year)
Beg.: 7-1-68 End: 9-30-71

Expenditure Accounts		EXPENSE CATEGORIES							
		Salaries							
FUNCTIONAL CLASSIFICATION	Account No.	Professional	Nonprofessional	Contracted Services	Materials & Supplies	Travel	Equipment	Other Expenses	TOTAL EXPENDITURES
1	2	3	4	5	6	7	8	9	10
1. Administration	100	4,050.	1,866.		406.	500.			6,822.
2. Instruction	200	28,252.	33,035.	402.	13,454.	3,350.			78,493.
3. Health Service	400								
4. Pupil Transportation Services	500								
5. Operation of Plant	600				5,396.				5,396.
6. Maintenance of Plant	700				200.				200.
7. Fixed Charges	800	1,180.	2,494.						3,674.
8. Food Services	900								
9. Community Services	1100								
10. Remodeling(if costs total more than $2,000 enter in Part II)	1220c								
11. Capital Outlay (Equipment only)	1269						4,914.		4,914.
12. TOTALS →		33,482.	37,395.	402.	19,456.	3,850.	4,914.		99,499.

* Attach Detail Schedules

APPENDIX (continued)
Form III .04

PART II - CONSTRUCTION EXPENDITURES

(Check One)

___ Proposed Budget Summary

___ Estimated Expenditure Report

XX Final Expenditure Report

Budget Period (Month, Day & Year)
Beginning: 7-1-68
Ending: 9-30-71

	EXPENDITURE ACCOUNTS	Acc't Number	Amount	Negotiated Budget
	1	2	3	4
1	SITES			
A	Professional Services	1210a		
B	Improvement to Sites	1210c	2,725.	2,725.
2	BUILDINGS			
A	Professional Services	1220a		
B	New Buildings and Building Additions	1220b		
C	Remodeling (if $2,000 or less, enter in Part I)	1220c		
3	ADMINISTRATIVE EXPENSES (Specify Below)	1220		
A				
B				
4	LEASING OF FACILITIES		32,980.	32,980.
5	TOTAL		$35,705.	$35,705.

PART III - SUMMARY - AUTHORIZATIONS, EXPENDITURES AND BALANCES

Budget Period (Month, Day and Year)
Beginning: 7-1-68 Ending: 9-30-71

___ Estimated Expenditure Report

XX Final Expenditure Report

___ Project Continuing XX Project Terminated

	1	2	3
	AUTHORIZATIONS, EXPENDITURE AND BALANCES		
1.	Amount of Grant Award for Budget Period →	135,241.	
2.	Unexpended Balance from Grant of Prior Budget Period →	-0-	
3.	Total Amount Authorized for Expenditure for the Budget Period (Sum of Items 1 & 2) →		135,241.
4.	Expenditures during Budget Period →		135,204.
5.	Unexpended Balance of Funds Authorized for Expenditure for the Budget Period →		37.*
	PART IV - CUMULATIVE TOTALS		
1.	Cumulative Total of Grants Awarded Since Project Inception →		135,241.
2.	Cumulative Total of Cash Received Since Project Inception →		135,241.

CERTIFICATION: I CERTIFY that the expenditures reported above have been made, and that all obligations have been liquidated; that this project has been conducted in accordance with applicable laws and regulations; that the approved application for this project plus any approved amendments are on file; and that full records of receipts and expenditures have been maintained and are available for audit.

Melvin Bernasconi
Signature of Authorized Agent

March 16, 1972
Date

* $36.67 has been returned to the State Department of Education.

APPENDI _

Form III-104

CALIFORNIA STATE DEP. .MENT OF EDUCATION
Bureau of Program Planning and Development
Title III, E.S.E.A.
Sacramento, California 95814

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS
Title III, Elementary and Secondary Education Act of 1965 - Supplementary Centers and Services Program

Name and Address of Agency	Project Number
Inyo County Superintendent of Schools, 135 South Jackson, Independence CA 93526	OEG-9-8-006205-0149-(056)

PART I - EXPENDITURES (other than construction)

___ Proposed Budget Summary*
___ Estimated Expenditure Report
XX Final Expenditure Report

Budget Period, (Month, Day & Year)
Beg.: 7-1-70 End: 9-30-71

Expenditure Accounts		EXPENSE CATEGORIES							
		Salaries							
FUNCTIONAL CLASSIFICATION	Account No.	Professional	Nonprofessional	Contracted Services	Materials & Supplies	Travel	Equipment	Other Expenses	TOTAL EXPENDITURES
1	2	3	4	5	6	7	8	9	10
1. Administration	100								
2. Instruction	200	13,785.	12,682.		2,767.	1,549.			30,783.
3. Health Service	400								
4. Pupil Transportation Services	500								
5. Operation of Plant	600				2,945.				2,945.
6. Maintenance of Plant	700								
7. Fixed Charges	800	572.	1,277.						1,849.
8. Food Services	900								
9. Community Services	1100								
10. Remodeling(if costs total more than $2,000 enter in Part II)	1220c								
11. Capital Outlay (Equipment only)	1269						106.		106.
12. TOTALS →		14,357.	13,959.		5,712.	1,549.	106.		35,683.

* Attach Detail Schedules

APPENDI[illegible] (continued)
Form III .04

PART II - CONSTRUCTION EXPENDITURES

(Check one)

___ Proposed Budget Summary

___ Estimated Expenditure Report

XX Final Expenditure Report

Budget Period (Month, Day & Year)
Beginning: 7-1-70
Ending: 9-30-71

	EXPENDITURE ACCOUNTS	Acc't Number	Amount	Negotiated Budget
	1	2	3	4
1	SITES			
	A Professional Services	1210a		
	B Improvement to Sites	1210c		
2	BUILDINGS			
	A Professional Services	1220a		
	B New Buildings and Building Additions	1220b		
	C Remodeling (if $2,000 or less, enter in Part I)	1220c		
3	ADMINISTRATIVE EXPENSES (Specify Below)	1220		
	A			
	B			
4	LEASING OF FACILITIES		6,665.	6,665.
5	TOTAL		$6,665.	$ 6,665.

PART III - SUMMARY - AUTHORIZATIONS, EXPENDITURES AND BALANCES

Budget Period (Month, Day and Year)
Beginning: 7-1-70 Ending: 9-30-71

___ Estimated Expenditure Report

XX Final Expenditure Report

___ Project Continuing

XX Project Terminated

	1	2	3
	AUTHORIZATIONS, EXPENDITURE AND BALANCES		
1.	Amount of Grant Award for Budget Period →	42,348.	
2.	Unexpended Balance from Grant of Prior Budget Period →	37.	
3.	Total Amount Authorized for Expenditure for the Budget Period (Sum of Items 1 & 2) →		42,385.
4.	Expenditures during Budget Period →		42,348.
5.	Unexpended Balance of Funds Authorized for Expenditure for the Budget Period →		37.*
	PART IV - CUMULATIVE TOTALS		
1.	Cumulative Total of Grants Awarded Since Project Inception →		135,241.
2.	Cumulative Total of Cash Received Since Project Inception →		135,241.

CERTIFICATION: I CERTIFY that the expenditures reported above have been made, and that all obligations have been liquidated; that this project has been conducted in accordance with applicable laws and regulations; that the approved application for this project plus any approved amendments are on file; and that full records of receipts and expenditures have been maintained and are available for audit.

Melvin Bernasconi — Signature of Authorized Agent

March 16, 1972 — Date

* $36.67 has been returned to the State Department of Education.

APPENDI[illegible]

Form III-104

CALIFORNIA STATE DEP...TMENT OF EDUCATION
Bureau of Program Planning and Development
Title III, E.S.E.A.
Sacramento, California 95814

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS
Title III, Elementary and Secondary Education Act of 1965 - Supplementary Centers and Services Program

Name and Address of Agency	Project Number
Inyo County Superintendent of Schools, 135 South Jackson, Independence CA 93526	OEG-9-8-006205-0149-(056)

PART I - EXPENDITURES (other than construction)

___ Proposed Budget Summary*
___ Estimated Expenditure Report
XX Final Expenditure Report

Budget Period, (Month, Day & Year)
Beg.: 12-7-69 End: 6-30-70

Expenditure Accounts		EXPENSE CATEGORIES							
		Salaries							
FUNCTIONAL CLASSIFICATION	Account No.	Professional	Nonprofessional	Contracted Services	Materials & Supplies	Travel	Equipment	Other Expenses	TOTAL EXPENDITURES
1	2	3	4	5	6	7	8	9	10
1. Administration	100								
2. Instruction	200	7,969.	10,884.	402.	1,504.	1,000.			21,759.
3. Health Service	400								
4. Pupil Transportation Services	500								
5. Operation of Plant	600				1,443.				1,443.
6. Maintenance of Plant	700								
7. Fixed Charges	800	330.	582.						912.
8. Food Services	900								
9. Community Services	1100								
10. Remodeling(if costs total more than $2,000 enter in Part II)	1220c								
11. Capital Outlay (Equipment only)	1269						552.		552.
12. TOTALS →		8,299.	11,466.	402.	2,947.	1,000.	552.		24,666.

* Attach Detail Schedules

APPENDIX (continued)
Form III .04

PART II - CONSTRUCTION EXPENDITURES

N/A

(Check One)

___ Proposed Budget Summary

___ Estimated Expenditure Report

___ Final Expenditure Report

Budget Period (Month, Day & Year)
Beginning:
Ending:

	EXPENDITURE ACCOUNTS	Acc't Number	Amount	Negotiated Budget
	1	2	3	4
1	SITES			
A	Professional Services	1210a		
B	Improvement to Sites	1210c		
2	BUILDINGS			
A	Professional Services	1220a		
B	New Buildings and Building Additions	1220b		
C	Remodeling (if $2,000 or less, enter in Part I)	1220c		
3	ADMINISTRATIVE EXPENSES (Specify Below)	1220		
A				
B				
4	LEASING OF FACILITIES			
5	TOTAL		$	$

PART III - SUMMARY - AUTHORIZATIONS, EXPENDITURES AND BALANCES

Budget Period (Month, Day and Year)
Beginning: 12-7-69 Ending: 6-30-70

___ Estimated Expenditure Report

XX Final Expenditure Report

___ Project Continuing XX Project Terminated

	1	2	3
	AUTHORIZATIONS, EXPENDITURE AND BALANCES		
1.	Amount of Grant Award for Budget Period →	24,703.	
2.	Unexpended Balance from Grant of Prior Budget Period →	-0-	
3.	Total Amount Authorized for Expenditure for the Budget Period (Sum of Items 1 & 2) →		24,703.
4.	Expenditures during Budget Period →		24,666.
5.	Unexpended Balance of Funds Authorized for Expenditure for the Budget Period →		37.
	PART IV - CUMULATIVE TOTALS		
1.	Cumulative Total of Grants Awarded Since Project Inception →		92,893.
2.	Cumulative Total of Cash Received Since Project Inception →		92,893.

CERTIFICATION: I CERTIFY that the expenditures reported above have been made, and that all obligations have been liquidated; that this project has been conducted in accordance with applicable laws and regulations; that the approved application for this project plus any approved amendments are on file; and that full records of receipts and expenditures have been maintained and are available for audit.

Melvin Bernasconi — March 16, 1972

Signature of Authorized Agent — Date

APPENDI[illegible]

Form III-104

CALIFORNIA STATE DEP[illegible]MENT OF EDUCATION
Bureau of Program Planning and Development
Title III, E.S.E.A.
Sacramento, California 95814

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS
Title III, Elementary and Secondary Education Act of 1965 - Supplementary Centers and Services Program

Name and Address of Agency	Project Number
Inyo County Superintendent of Schools, 135 South Jackson, Independence CA 93526	OEG-9-8-006205-0149-(056)

PART I - EXPENDITURES (other than construction)

___ Proposed Budget Summary*
___ Estimated Expenditure Report
XX Final Expenditure Report

Budget Period, (Month, Day & Year)
Beg.: 7-1-68 End: 12-7-69

Expenditure Accounts		EXPENSE CATEGORIES							
		Salaries							
FUNCTIONAL CLASSIFICATION	Account No.	Professional	Nonprofessional	Contracted Services	Materials & Supplies	Travel	Equipment	Other Expenses	TOTAL EXPENDITURES
1	2	3	4	5	6	7	8	9	10
1. Administration	100	4,050.	1,866.		406.	500.			6,822.
2. Instruction	200	6,498.	9,469.		9,183.	801.			25,951.
3. Health Service	400								
4. Pupil Transportation Services	500								
5. Operation of Plant	600				1,008.				1,008.
6. Maintenance of Plant	700				200.				200.
7. Fixed Charges	800	278.	635.						913.
8. Food Services	900								
9. Community Services	1100								
10. Remodeling(if costs total more than $2,000 enter in Part II)	1220c								
11. Capital Outlay (Equipment only)	1269						4,256.		4,256.
12. TOTALS →		10,826.	11,970.		10,797.	1,301.	4,256.		39,150.

* Attach Detail Schedules

APPENDIX (continued)
Form III 204

PART II - CONSTRUCTION EXPENDITURES

(Check One)

___ Proposed Budget Summary

___ Estimated Expenditure Report

XX Final Expenditure Report

Budget Period (Month, Day & Year)
Beginning: 7-1-68
Ending: 12-7-69

	EXPENDITURE ACCOUNTS	Acc't Number	Amount	Negotiated Budget
	1	2	3	4
1	SITES			
	A Professional Services	1210a		
	B Improvement to Sites	1210c	2,725.	2,725.
2	BUILDINGS			
	A Professional Services	1220a		
	B New Buildings and Building Additions	1220b		
	C Remodeling (if $2,000 or less, enter in Part I)	1220c		
3	ADMINISTRATIVE EXPENSES (Specify Below)	1220		
	A			
	B			
4	LEASING OF FACILITIES		26,315.	26,315.
5	TOTAL		$29,040.	$29,040.

PART III - SUMMARY - AUTHORIZATIONS, EXPENDITURES AND BALANCES

Budget Period (Month, Day and Year)
Beginning: 7-1-68
Ending: 12-7-69

___ Estimated Expenditure Report

XX Final Expenditure Report

___ Project Continuing

XX Project Terminated

1	2	3
AUTHORIZATIONS, EXPENDITURE AND BALANCES		
1. Amount of Grant Award for Budget Period →	68,190.	
2. Unexpended Balance from Grant of Prior Budget Period →	-0-	
3. Total Amount Authorized for Expenditure for the Budget Period (Sum of Items 1 & 2) →		68,190.
4. Expenditures during Budget Period →		68,190.
5. Unexpended Balance of Funds Authorized for Expenditure for the Budget Period →		-0-
PART IV - CUMULATIVE TOTALS		
1. Cumulative Total of Grants Awarded Since Project Inception →		68,190.
2. Cumulative Total of Cash Received Since Project Inception →		68,190.

CERTIFICATION: I CERTIFY that the expenditures reported above have been made, and that all obligations have been liquidated; that this project has been conducted in accordance with applicable laws and regulations; that the approved application for this project plus any approved amendments are on file; and that full records of receipts and expenditures have been maintained and are available for audit.

Wally Bonacorsi
Signature of Authorized Agent

March 16, 1972
Date

PROJECT PHASES AND PER PUPIL COST DETAIL

1. 228 — Number of pupils directly involved in project.

2. -0- Title III — Developmental costs. (These costs were absorbed by the office of the Inyo County Superintendent of Schools.)

3. -0- Title III — Developmental costs per pupil.

4. 42,619. — Implementation costs. Includes:
   35,705. - building & site improvement
   4,914. - capital outlay
   2,000. - preparatory training

5. 187. — Implementation costs per pupil.

6. 30,874. — Operational costs per year.

7. 107. — Operational costs per pupil per year.

Appendix B

CALIFORNIA STATE DEPARTMENT OF EDUCATION
BUREAU OF PROGRAM PLANNING AND DEVELOPMENT
TITLE III, ESEA

INVENTORY OF EQUIPMENT ACQUIRED WITH TITLE III, ESEA FUNDS

LEA INYO COUNTY SUPERINTENDENT OF SCHOOLS Date _____

Project Title SUPPLEMENTARY EDUCATION FOR INDIANS IN RURAL AND RESERVATION AREAS Project Number OEG-9-8-006205-0149-(056)

Instructions: Itemize equipment acquired with Title III, ESEA funds. Detail only those items costing $100.00 or more. Enter appropriate data in the remaining columns. The Authorized Agent must sign the certification at the bottom of the last page of the inventory.

Equipment Item	LEA Serial or I.D. Number	Unit Cost of Item	Fiscal Year Purchased	Current Location (School/Office)	Current Use of Item
1 Cabinet	935	156.00	1968	Owens Valley Indian Education Center	ALL OF THE LISTED EQUIPMENT IS USED EXCLUSIVELY AT THE INDIAN EDUCATION CENTER FOR ITS EDUCATION PROJECTS.
2 Paperback Book Rack	935A	110.80	1968	"	
3 Polaroid Camera	923	181.70	1968	"	
4 ing Machine	150	99.80	1968	"	
5 Royal Typewriter	842	199.50	1969	"	
6 Tape Recorder	269	156.98	1969	"	
7 Radiant Screen	269A	110.67	1969	"	
8 Projector 745C	148	151.14	1969	"	
9 Projector 552	148A	565.95	1969	"	
10 DuKane AV-Matic	148B	196.88	1969	"	
11 Legal File Cabinets	718	148.05	1969	"	
12 Typewriter	101	309.23	1969	"	
13 Transpaque Projector	695	159.71	1969	"	
14 Vacuum	714	94.45	1969	"	
15 Radio	750	112.67	1969	"	
16 Phonograph	626	157.45	1969	"	
lving	694	600.39	1969	"	

I hereby certify that the above-listed equipment is being utilized in accordance with Federal and State Regulations pertaining to ESEA III, and that the above information represents a true and accurate statement to the best of my knowledge.

Authorized Agent _____
(Signature)

California State Department of Education
721 Capitol Mall
Sacramento, California 95814

Bureau of
Program Planning
& Development

ESEA TITLE III STATISTICAL DATA
Elementary and Secondary Education Act of 1965
(P.L. 89-10 as amended by P.L. 90-247)

THIS SPACE FOR STATE USE ONLY →	PROJECT NUMBER	District Code	COUNTY CODE		

SECTION A - PROJECT INFORMATION

1. REASON FOR SUBMISSION OF THIS FORM (Check one)
- A [ ] INITIAL APPLICATION FOR TITLE III GRANT OR RESUBMISSION
- B [ ] APPLICATION FOR CONTINUATION GRANT
- C [XX] END OF BUDGET PERIOD REPORT

2. IN ALL CASES EXCEPT INITIAL APPLICATION, GIVE ASSIGNED PROJECT NUMBER: 14-00000-12-6205

3. MAJOR DESCRIPTION OF PROJECT (Check one only)
- A [XX] INNOVATIVE
- C [ ] ADAPTIVE
- B [ ] EXEMPLARY

4. TYPE(S) OF ACTIVITY (Check one or more)
- A [ ] PLANNING OF PROGRAM
- C [XX] CONDUCTING PILOT ACTIVITIES
- E [ ] CONSTRUCTING
- B [ ] PLANNING OF CONSTRUCTION
- D [XX] OPERATION OF PROGRAM
- F [ ] REMODELING

5. PROJECT TITLE (5 Words or Less)

SUPPLEMENTARY EDUCATION FOR INDIANS IN RURAL AND RESERVATION AREAS

6. BRIEFLY SUMMARIZE THE PURPOSE OF THE PROPOSED PROJECT AND GIVE THE ITEM NUMBER OF THE AREA OF MAJOR EMPHASIS AS LISTED IN SEC. 303, P.L. 89-10. (See instructions)

To demonstrate a viable plan for supplementing the public school education of students living on an Indian reservation and for increasing the education of the students, parents and elders. The key purpose of the project is to retard and/or eliminate the students' deceleration in achievement (now commonplace) as they progress through school.

ITEM NUMBER _____

7. NAME OF APPLICANT (Local Education Agency)	8. ADDRESS (Number, Street, City, State, Zip Code)
Office of Inyo County Superintendent of Schools	135 South Jackson Street Independence, California 93526

9. NAME OF COUNTY	10. CONGRESSIONAL DISTRICT
Inyo	Eighteenth

11. NAME OF PROJECT DIRECTOR	12. ADDRESS (Number, Street, City, State, Zip Code)	PHONE NUMBER / AREA CODE
Ward Anderson, II	632 14th Street Santa Monica, California 90402	451-3649 213

13. NAME OF PERSON AUTHORIZED TO RECEIVE GRANT (Please type)	14. ADDRESS (Number, Street, City, State, Zip Code)	PHONE NUMBER / AREA CODE
Melvin Bernasconi	135 South Jackson Street Independence, California 93526	878-2411, Ext 341 714

15. POSITION OR TITLE

Inyo County Superintendent of Schools

SIGNATURE OF PERSON AUTHORIZED TO RECEIVE GRANT	DATE SUBMITTED
Melvin Bernasconi	March 7, 1972

SECTION A – Continued

16. LIST THE NUMBER OF EACH CONGRESSIONAL DISTRICT SERVED	17A. TOTAL NUMBER OF COUNTIES SERVED	17B. TOTAL NUMBER OF LEA'S SERVED	17C. TOTAL ESTIMATED POPULATION IN GEOGRAPHIC AREA SERVED	18. LATEST AVERAGE PER PUPIL ADA EXPENDITURE OF LOCAL EDUCATION AGENCIES SERVED
Eighteenth	One	Nine	15,500	$ 1,137.

SECTION B – TITLE III BUDGET SUMMARY FOR PROJECT (Include amount from Item 2c below)

1.		PREVIOUS OE GRANT NUMBER	BEGINNING DATE (Month, Year)	ENDING DATE (Month, Year)	FUNDS ~~REQUESTED~~ Awarded
A.	Initial Application or Resubmission		7-1-68	12-7-69	$ 68,190.
B.	Application for First Continuation Grant		12-8-69	6-30-70	$ 24,703.
C.	Application for Second Continuation Grant		7-1-70	9-30-71	$ 42,348.
D.	Total Title III Funds				$ 135,241.
E.	End of Budget Period Report		7-1-68	9-30-71	

2. *Complete the following items only if this project includes construction, acquisition, remodeling, or leasing of facilities for which Title III funds are requested. Leave blank if not appropriate.*

A. *Type of function (Check applicable boxes)*

1 [ ] REMODELING OF FACILITIES 2 [ ] LEASING OF FACILITIES 3 [X] ACQUISITION OF FACILITIES *

4 [ ] CONSTRUCTION OF FACILITIES 5 [ ] ACQUISITION OF BUILT-IN EQUIPMENT

* Lease-Purchase Agreement

B. 1. TOTAL SQUARE FEET IN THE PROPOSED FACILITY	B. 2. TOTAL SQUARE FEET IN THE FACILITY TO BE USED FOR TITLE III PROGRAMS	C. AMOUNT OF TITLE III FUNDS REQUESTED FOR FACILITY
1,280	1,280	$ 32,980.

SECTION C – SCHOOL ENROLLMENT, PROJECT PARTICIPATION DATA AND STAFF MEMBERS ENGAGED

1.			PRE-KINDERGARTEN	KINDERGARTEN	GRADES 1-6	GRADES 7-12	ADULT	OTHER	TOTALS	STAFF MEMBERS ENGAGED IN IN-SERVICE TRAINING FOR PROJECT
A	School Enrollment in Geographic Area Served	(1) Public		159	1068	1051	76		2354	
		(2) Non-public								
B	Persons Served by Project	(1) Public		16	107	105			228	0
		(2) Non-public								
		(3) Not Enrolled					472		472	
C	Additional Persons Needing Service	(1) Public								0
		(2) Non-public								0
		(3) Not Enrolled	Students & adults in Big Pine & Lone Pine						200	

2. TOTAL NUMBER OF PARTICIPANTS BY RACE (Applicable to figures given in Item 1B above)	WHITE	NEGRO	AMERICAN INDIAN	OTHER NON-WHITE	TOTAL
	6050	0	700	15	6765

SECTION C - continued

3. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT

PARTICIPANTS	RURAL		METROPOLITAN AREA		
	FARM	NON-FARM	CENTRAL-CITY	NON-CENTRAL CITY	OTHER URBAN
PERCENT OF TOTAL NUMBER SERVED	20%	80%			

SECTION D - PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

1. PERSONNEL PAID BY TITLE III FUNDS

TYPE OF PAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION	1	1	.50			
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN		1	.25			
(3) GRADES 1-6		1	.25			
(4) GRADES 7-12		1	.25			
(5) OTHER		2	.25			
C. PUPIL PERSONNEL SERVICES		1	.20			
D. OTHER PROFESSIONAL						
E. ALL NON-PROFESSIONAL Teacher Aides		6 18	1.00 1.50			

F. FOR ALL CONSULTANTS PAID BY TITLE III FUNDS ⟶ (1.) TOTAL NUMBER RETAINED 2 (2.) TOTAL CALENDAR DAYS RETAINED 6

2. PERSONNEL NOT PAID BY TITLE III FUNDS

TYPE OF UNPAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION						
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1 TO 6						
(4) GRADES 7-12						
(5) OTHER		NONE				
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL						
E. ALL NON-PROFESSIONAL						

F. FOR ALL CONSULTANTS NOT PAID BY TITLE III FUNDS ⟶ (1.) TOTAL NUMBER RETAINED _____ (2.) TOTAL CALENDAR DAYS RETAINED _____

SECTION F - SERVICES OFFERED, PERSONS DIRECTLY SERVED, AND ESTIMATED COST OF SERVICES - ALL PROJECTS ACTIVE DU[illegible]

FISCAL YEAR - TOTAL NUMBER OF PARTICIPANTS (Persons May Be Counted More Than Once)

A. MAJOR PROGRAMS OR SERVICES	NUMBER OF PUPILS BY GRADE LEVEL				ADULT	OUT OF SCHOOL YOUTH	NUMBER OF NON-PUBLIC PUPILS	ESTIMATED COST (Amounts may overlap)
	PRE-K	K	1-6	7-12				
1. Develop, Plan, Evaluate, or Disseminate Activities								
2. Better Utilization of In-Service Education of Instructional Personnel								
3. Program for Institutional Improvement (Organization, Administration)								
4. Education Centers Serving a Large Area								
5. Improve or Expand Curriculum								
Arts (Music, Theater, etc.)								
Language Arts								
Foreign Languages								
Mathematics								
Science								
Social Studies/Humanities								
Vocational/Industrial Arts								
Other-Specify								
6. Educational Technology Media								
Computers								
TV/Radio								
Other-Specify								
7. Improve Classroom Instruction								
Flexible Schedule, Individual Instruction								
Other-Specify								
8. Remedial and Special Education								
Handicapped								
Gifted								
Remedial Reading								
Speech and Hearing								
Other-Specify								
9. Pupil Personal Services								
Guidance								
Social Work								
Health								
Psychological								
Attendance								
10. Community Service or Participation								
11. Meeting Critical Educational Needs								
Central City								
Geographically Islolated								
Minority Groups		16	107	105	472			135,241.
Early Childhood								
12. Summer Programs								